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RELIGION

FIRST BOOK

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JESUS AND HIS COUSIN ON THEIR WAY TO SCHOOL

Pinturicchio

BX
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1909

RELIGION
FIRST BOOK

AND

FIRST READER

20 Cents

IMPRIMERIE MODERNE
MONTREAL, CANADA

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Archbishop of Baltimore

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1909

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PREFACE

While the Church has at all times realized the importance of training children from their earliest years in the knowledge and practice of Religion, her concern in regard to such instruction is just now specially manifest. The growth of school systems which, for one reason or another, exclude Religion, can bode no good to Christian interests. The more efficient these schools become in teaching secular branches, the greater is the need of insisting upon thoroughness in the teaching of Religion. That our Catholic schools also have been influenced by the general advance in educational theory and practice and that they readily adopt whatever is found helpful in teaching the ordinary school subjects, is an additional reason for bringing religious instruction to the highest possible degree of efficiency.

The Holy See with its wonted insight into the needs of the Church at large has made the duty of the Catholic school quite clear. Since the Sovereign Pontiff himself has not only emphasized the need of religious instruction, but has also given specific directions on the subject, it is imperative that the best means should be employed to render the work perfect. The example set by Pius X is an encouragement to every Catholic teacher; at the same time it shows that in a task of such vital importance neither the utmost care in planning nor the finest skill in execution can be spared. It may truly be said that in the whole range of the Church's teaching activity no undertaking is fraught with such consequences as that of giving to the child its first ideas of God.

In the teaching of Religion, as in all other educational work, right method is essential. Its importance indeed is greater in proportion to the value of the truth that is taught; and the need of it is all the more urgent when that truth has to be brought within the reach of minds that are just beginning to unfold. A method that may be successfully used with adults is not always the best for children. The order of presentation, the language and the various devices em-

ployed by the teacher, must be suited to the capacity of the learner.

This principle finds its best illustration in the teaching of Our Saviour. His constant use of parables and His care in adapting each lesson to the special circumstances of His hearers, show that He was concerned not only about the truth which He imparted, but also about the way of imparting it. He thus rendered intelligible even to untrained minds the sublimest of doctrines and won His disciples to the observance of the "new commandment."

Following the example of her Founder, the Church has always cast her teaching in forms that meet the various needs of mankind. Her worship abounds in appeals to sense, in symbols, actions and artistic effects. Each of the Sacraments is an outward sign of inward grace; and each prescription of the Ritual is meant to quicken the spiritual life through the medium of organic perception.

The wisdom of this method is recognized by those who understand the laws of mental development and shape their teaching in accordance with those laws. This psychological basis underlies all real teaching of the subjects usually found in the school curriculum. The teaching of Religion, in order to be vital, must likewise conform to psychological laws. Religious truth, if it is presented to the mind as something quite apart from other knowledge or foreign to the child's everyday thinking, is not likely to exert any lasting influence upon character, habit or conduct. It should rather enter the mind along with other items of knowledge and grow with them into the very fibre of the soul. Only by such easy and natural processes of assimilation can it become permanent and effective.

The course in Religion, of which this is the First Book, keeps in view the principles outlined above. It aims at giving the child year by year just what the growing mind can take up and hold fast. The same truths recur again and again, but each time in a new setting. The advance, then, is not merely from gener-

alities to details, nor chiefly from simpler forms of knowledge to those that are more complex. It is essentially a growth; and at each stage religious truth is presented in the form that is suited to the phase of development which the mind has reached. Beginning with an appeal to the child's instincts the course deals successively with the imitative tendency and with the use of symbols as exhibited in the liturgy of the Church. The later books set forth explicitly the formulas of belief whose essential meaning has already been grasped, the history of the Church and her organization, and finally her dogmatic and moral teaching in statements which the maturer pupil is able to understand.

The knowledge that comes by hearing and seeing is vitalized and strengthened by doing. In the early years, especially, the mind expresses itself in countless ways; and one of these is song. An idea that has been aroused by the teacher's voice, the picture and the printed word, is finally and thoroughly assimilated when it finds utterance in musical form. Rhythmic action, a general law of Nature, is also a spontaneous mode of mental expression. And as the songs of childhood are remembered through years of adult life, the thought which they embody remains not simply as a portion of knowledge, but also as an influence for upright living.

In the preparation of these Books the authors have been guided largely by the suggestions received from teachers experienced in elementary work; and it therefore seems reasonable to hope that the course will be helpful to all who are engaged or interested in Religious Education. In any case, the result must depend to a considerable extent upon the teacher's individuality and insight. To leave these their proper scope is obviously better than to lay down rigid rules or to prescribe in detail how the book should be used.

EDWARD A. PACE.
THOMAS E. SHIELDS.

The Catholic University of America,
June, 1908.

THE MADONNA—*Raphael.*

LOOKING FOR BREAKFAST

Here are Mr. and Mrs. Robin.

They are on the grass.

They give three hops.

They give three chirps.

They look around and begin again.

Good morning, Mr. Robin.

Good morning, Mrs. Robin.

Are you looking for your breakfast?

BUILDING A NEST

Last March the snow went away.

Then the grass peeped up to see the sun.

The flowers peeped up to see if Spring had come.

Spring laughed and said, I come
with Mr. and Mrs. Robin.

The flowers laughed and said,
Mr. and Mrs. Robin are here.

The Robins came with Spring.

They were looking for a home.

They came to this apple tree.

They made their nest here.

The nest is the home of the Robins.

THE ROBIN'S PRAYER

Here are Mr. and Mrs. Robin at home.

The baby Robins are asleep under mother's wings.

They are cozy and warm.

Their father is on the branch beside the nest.

He does not want their mother to be lonely.

When the day's work is done, he sings a song.

It is his evening prayer.

The NEST of MOTHER'S ARMS

The home of the Robins is beautiful.

But your home is better than the softest bird's nest.

The little birds are rocked to sleep by the breezes.

But it is sweeter to be rocked to sleep in mother's arms.

The Robin sings of Spring and of the flowers.

But his songs are not so sweet as the songs that mother sings.

The mother bird loves her little ones and takes them under her wings.

But she does not love them half so much as your mother loves you.

FATHER'S WELCOME HOME

See how happy these children are.

Their father has just come home from work.

He loves to gather his little ones around him and tell them stories.

They climb on his knee.

They tell him every thing they did all day.

They ask him for every thing they want.

They tell him, over and over again, how much they love him.

THE HOME OF JESUS

The birds have a pretty home in the trees.

They are happy and sing sweet songs.

We have a happy home with father and mother.

We love it better than the Robins love their nest.

But the home of Jesus is more beautiful than our home.

It is Heaven.

Jesus came from Heaven where His Father lives.

He came to show us the way there.

When Jesus was on earth He lived in Nazareth.

A WELCOME TO JESUS

The birds welcome Jesus because His Father gives them their sweet songs.

His Father teaches them how to fly and how to build their nests.

He fills the hearts of the birds with love.

BIBLIOTHÈQUE LIVRES RARES UNIVERSITÉ

The trees wave a welcome to Jesus because His Father makes them big and strong.

The roses and lilies open their hearts to Him.

They fill the air with sweet smells because His Father sends them the sunshine and the rain.

Jesus loves the sunbeams and the breezes.

He loves the sky and the stars.

He loves the birds and the flowers.

He loves the sheep and their shepherd.

He loves all who work for others.

No one is so kind and gentle as Jesus.

JESUS TEACHING FROM A BOAT

Hofmann

A SECRET

Wherever Jesus goes the people follow Him.

They are made glad when ever they hear His voice or look into His face.

He gives the secret which He brought from Heaven to every one who loves Him.

When we learn this secret we love one another.

Then joy grows in our hearts like a beautiful flower.

It fills our lives with sweetness.

THE TIRED TEACHER

Jesus loves little children.

One day, long, long ago, Jesus taught the people until he was very tired.

Then His friends made Him rest.

Jesus is sitting under the big tree.

The grass is green.

The sun shines brightly.

The birds sing sweetly.

There are pretty flowers every where.

The children play and sing with their mothers.

Some of them pick flowers to give to their fathers when they come home from work.

After a while they all go to where Jesus is resting.

His friends tell them to go away and not to trouble Jesus.

But Jesus hears them and says, let the little children come unto Me and forbid them not.

THE LITTLE CHILDREN

Jesus smiles and calls the children to Him.

He tells them that He loves them.

They crowd around Him.

One little boy is sitting on Jesus' knee, resting his curly head on His heart.

JESUS BLESSING LITTLE CHILDREN

Plockhorst

A little girl is giving Him the flowers she has picked.

He places His hand on her head and blesses her.

This makes her very happy.

All the children love Jesus very much.

They want to be as near Him as they can.

They put their arms around Him.

They want to stay with Him always.

Jesus talks to them.

They clap their little hands with joy.

He tells them stories about His Father.

He tells them about His beautiful home in Heaven.

A SWEET LESSON

They all ask Jesus to take them to see His Father and His home.

He tells them they must wait a while and do some work for Him on earth.

He tells them to be good to every one.

He tells them to love their parents.
And then He will take them and all they love to His Father's home.

And they can stay with Him and His Father for ever and ever.

He teaches them to say:

Our Father who art in Heaven.

Hallowed be Thy name.

Thy kingdom come.

Thy will be done on earth as it is in Heaven.

Give us this day our daily bread.

Forgive us our trespasses as we forgive them that trespass against us.

And lead us not into temptation.

But deliver us from evil. Amen.

IT IS LOVE

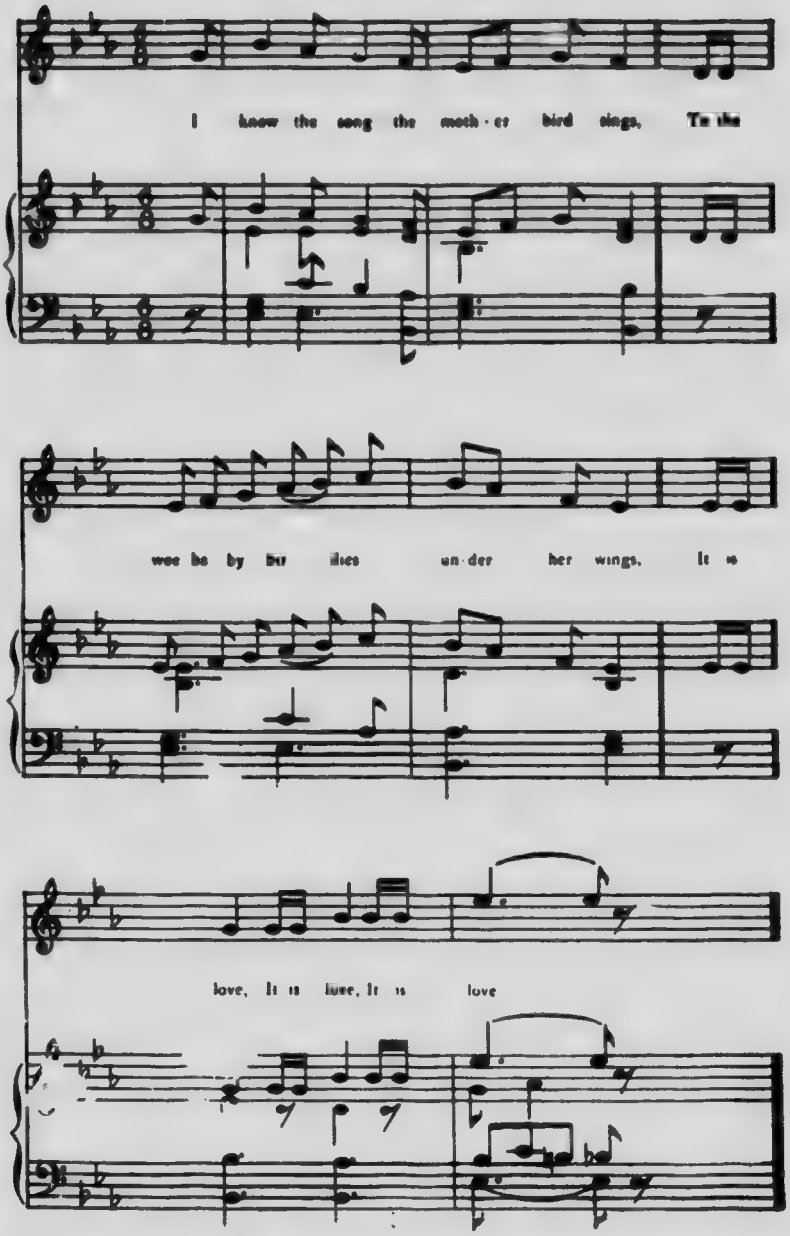
I know the song the mother bird sings
To the wee baby birdies under her wings,
It is love, it is love, it is love.

I know what makes my mother's voice sweet
When safe in her arms I am hushed to sleep,
It is love, it is love, it is love.

Who makes my mother so darling to me
That the nest of her arms is the dearest could be?
If it's Christ, then He loves you and me.

It is Christ I know, for I hear His sweet call,
Come little children to Me, one and all.
It is Christ in His love, in His love.

IT IS LOVE

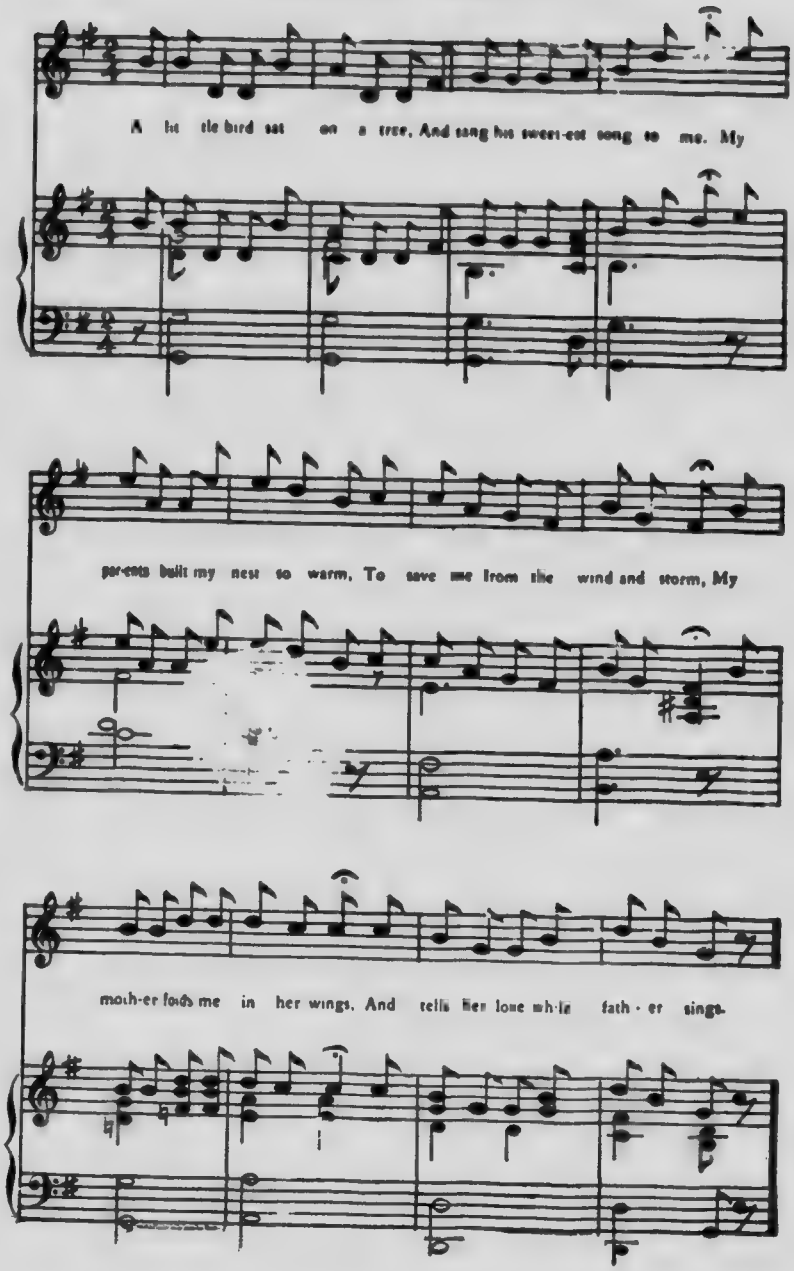

I know the song the moth-er bird sings, To the
woe be by bir ilies un-der her wings, It is
love, It is love, It is love

JESUS' LOVE

A little bird sat on a tree
And sang his sweetest song to me.
My parents built my nest so warm
To save me from the wind and storm.
My mother folds me in her wings
And tells her love while father sings.

Ah, Robin, Jesus loves me, too,
He gave me parents kind and true,
He fills my life with His dear love
And calls me to His home above.
I rest within His arms, for He
Said let the children come to me.

JESUS' LOVE


A lit tle bird sat on a tree, And sang his sweet-est song to me. My
par-ents built my nest so warm, To save me from the wind and storm, My
moth-er folds me in her wings, And tells her love wh-le fath - er sings.

THE BABIES' BREAKFAST

What a pretty dining-room this is. The little birds are in their cradle. In this cradle they were rocked to sleep by the wind. The pink and white apple blossoms

hide them from the sunbeams. The air is full of the sweet smell of May blossoms. Mother Robin has just come home with breakfast for her babies. They open wide their big yellow mouths and she drops a worm into each.

HOME FROM MARKET

HOME FROM MARKET

Father Robin is coming home, too. He has a mouthful of grasshoppers for his hungry babies. Mr. and Mrs. Robin do not get tired working for their little ones. They have learned that it is sweeter to give than to take.

THE TWO MOTHERS

This pretty little boy gave some of his bread to the mother hen.

She calls her tiny chicks to share it. He asks, mamma, does the hen love her little chicks? Do the chicks love their mother as much as I love you?

His mother says, the hen loves her little ones and gathers them under her wings. Mothers love their children and gather them to their hearts. Jesus loves all of us and keeps us under His care.

A FAMILY BREAKFAST

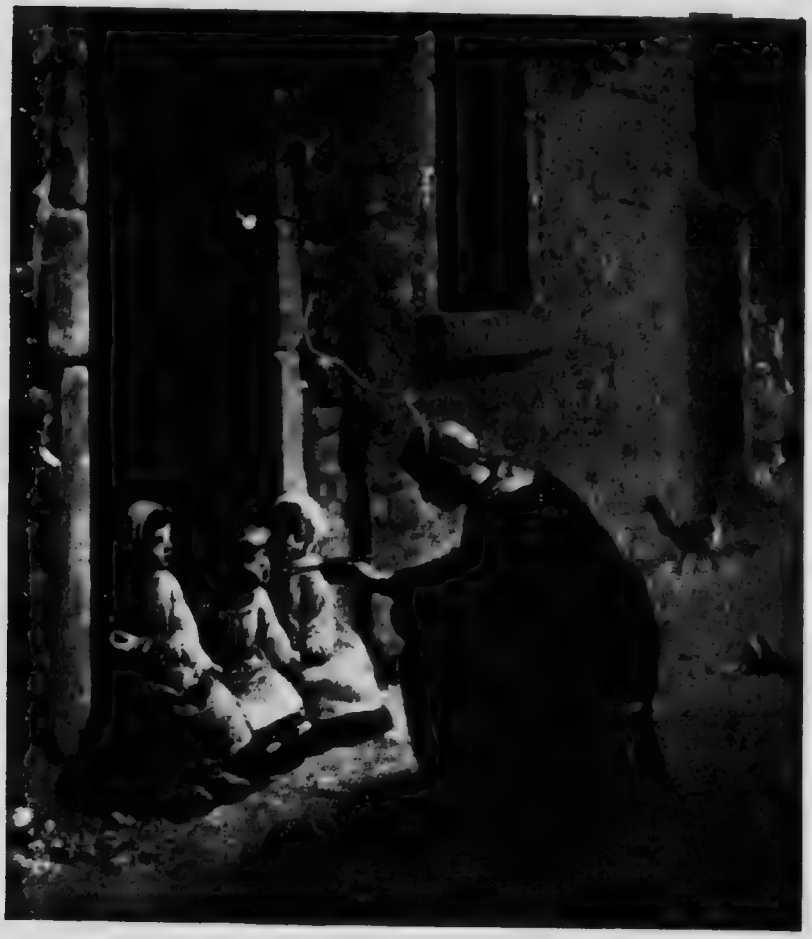
Every morning mother calls us to breakfast and father asks a blessing on what we are to eat. No apple tree is as cozy as our home. The best breakfast mother Robin brings her babies is not so

good as the breakfast mother gets ready for us.

The Robins take care of their children until they are old enough to take care of themselves. They bring them food until they learn to fly.

Our fathers and mothers will always feed us and care for us and love us. They give us all they have and we love them so much that we give them all we have. We are happy when we do as they tell us.

FEEDING HER BIRDS



The day is warm. Mother lets the children sit on the door step. It is cool there in the shade of the rose vine.

The yard is full of sunshine. The children are happy for they can see father working. Mother called them from play.

The boy left his cart and his little sister dropped her basket of apples

The big girl is playing mother. She keeps her dolly in her arms. She wants dolly to get some of the good things, too.

And look at the old mother hen. She knows there will be crumbs for her breakfast. Mother is feeding the baby boy.

The little girl is glad. She holds his hand and has one arm around his neck. Her turn will come next. They are all happy.

JESUS FEEDS THE PEOPLE

Jesus had been teaching the people all day. He wanted to rest, so He crossed the lake in a boat. He was looking for a quiet place.

But the people saw Him going and followed Him around the shore of the lake to meet Him when He landed. They were in a hurry and forgot to take food with them. They were very tired and hungry.

Jesus talked to them for a long time. Then His friends wanted Him to send the people away to buy food. But Jesus knew how tired they were and told them to sit down on the green grass. He asked His friends how much food

THE MIRACLE OF THE LOAVES AND FISHES

Murillo

they had. St. Philip said a boy had five loaves and two fishes, but that was not enough for so many.

Jesus took the bread and blessed it and gave it to St. Andrew to pass around. He also blessed the fishes and gave them to the people.

He fed five thousand men and there were twelve baskets full left. Jesus did this to feed these hungry people and they were very thankful.

No Robin ever made her hungry babies so happy, no mother ever made her children so glad as Jesus made these poor tired people. They join the Robins in their vesper song of praise. They say, Dearest Lord, we thank you.

THE FATHER'S LOVE

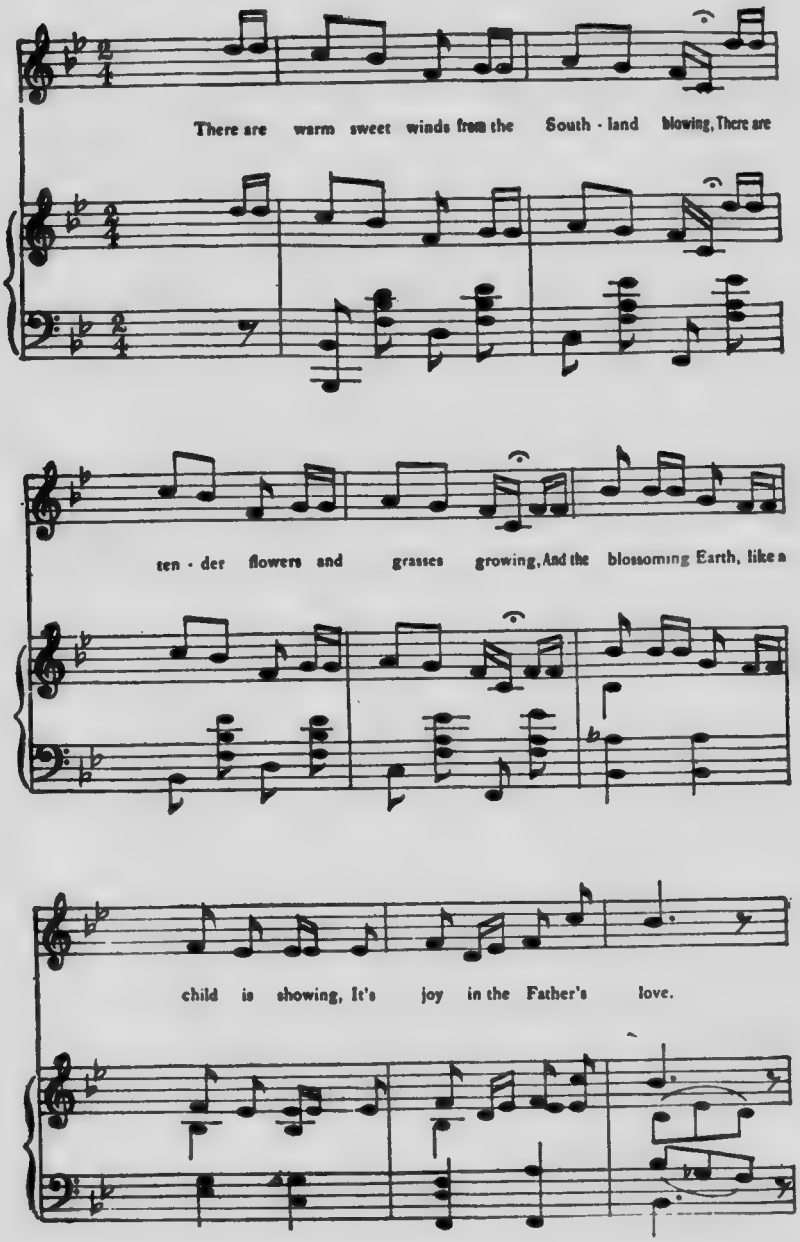
There are warm sweet winds from the Southland
blowing,
There are tender flowers and grasses growing,
And the blossoming Earth like a child is showing
It's joy in the Father's love.

There's a pretty nest where the boughs are bending,
There's a mother bird her little ones tending,
And,his song with the song of the sweet Spring blending,
A father bird telling his love.

There's a home that is sweeter than wild bird's nest,
In its kindly shelter the children rest,
By the care of a dear fond mother blest
And a father's watchful love.

There's a tender thought in the child heart springing
And a song of praise to the skies is winging
For the message the Spring and the birds are bringing
Of the Father's bounteous love.

THE FATHER'S LOVE



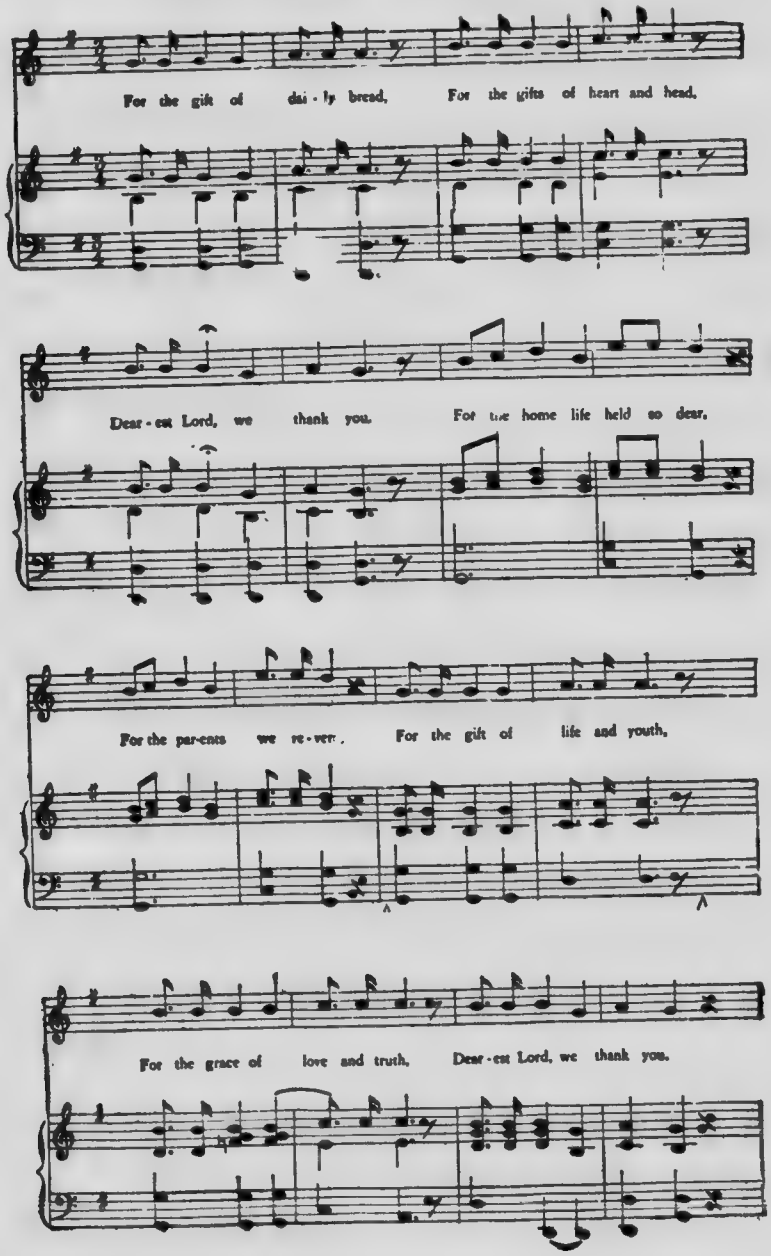
DEAREST LORD, WE THANK YOU

For the gift of daily bread,
For the gifts of heart and head,
Dearest Lord, we thank you.
For the home life held so dear,
For the parents we revere,
For the gift of life and youth,
For the grace of love and truth,
Dearest Lord, we thank you.

For the fruits of Autumn bright,
For the Summer filled with light,
Dearest Lord, we thank you.
For the harvest, for the Spring,
For the birds that sweetly sing,
For the Winter's ice and snow,
For the cold north winds that blow,
Dearest Lord, we thank you.

For the miracle you wrought,
For the loving lesson taught,
Dearest Lord, we thank you.
For the earth and all things fair,
Stars and sunlight, rain and air,
For the tiny seed that grows,
Into wheat or into rose,
Dearest Lord, we thank you.

DEAREST LORD, WE THANK YOU



SUMMER

It is now June time. The roses whisper that summer is here. The Robins sing their sweetest songs to welcome her. The brooks run

through the green fields singing June time, tune time. The sunbeams dance with the cool shadows in the woods to the bluebirds' music. The whole earth is full of joy. The winds tell the news far and wide. Little boys and little girls are glad. They sing June time, play time.

The baby Robins up in the apple tree hear the news. All the pretty pink and white blossoms are gone. One day the wind played with them and coaxed them to fly away with him. The baby Robins miss the apple blossoms that hung

around their nest. They want to fly away like the flowers, but they are afraid. Baby birds feel afraid when the time comes to leave the home nest.

THE FIRST VENTURE

BREAKFAST ON THE GRASS

To-day Mr. and Mrs. Robin left the apple tree early with their four little ones. The little family will take breakfast on the grass for the first time this morning. Father Robin called his family to breakfast. Mother Robin is busy feeding one of her little ones.

THE RESCUE

There is a noise in the nearby bush. While their mother is not looking, two naughty babies hop away to see what is there.

A sly cat is slowly creeping behind them. She almost has one of them in her jaws. They are sorry that they ran away from mother. In their fear they cry

out, save us! save us! Mr. and Mrs. Robin fly to the bush ready to fight a big bird or an old cat, or even a snake.

How good their voices sound to the little truants as they sing, cheer-up, cheer-up, cheer, sweet, sweet, sweet. The sly old cat steals away.

Mother Robin soothes her babies, smoothes their feathers and tells them not to fear. Father Robin is busy pulling a fat worm out of the ground for his little ones.

A VISIT TO THE COUNTRY

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By permission of the Berlin Photographic Co., New York.

May is a little girl who has always lived in the city. She has come with her mother for her first visit to the country. Every thing

is new and strange to her. She has never seen real live chickens, or ducks, or geese before. She is just a little bit afraid of them.

Her cousins, Bessie and Frank, have taken her out to the grove to play. Bessie is sitting on a log in a cool shady place. She holds May on her knee.

Frank has just brought a tiny chick and placed it in May's hand. She seems to be afraid to touch the downy thing, but Frank tells her it can not hurt her. He holds his hand so it won't fall and get hurt for he loves his little chick.

After a while May sees that it will not hurt her and she thinks

it would be nice to have a chick to keep.

REFUGE

Soon May's mother comes out to see how her little girl is getting along. They start back to the house for it is almost supper time.

On the way back they pass the barn yard. May sees some little yellow balls and thinks they are little chicks. She runs to pick one up when she hears a dreadful hiss.

The old gander was trying to save his goslings. May is so frightened she cries out, mamma, mamma, save me!

Her mother hurries and takes her frightened little girl in her arms. She tells her that the gander did not mean to hurt her. He was only taking care of his family.

THE SAVIOUR

Baby Robins and little children are not the only ones that get frightened. Grown-up people often need some one stronger than themselves to save them. Even St. Peter and the other friends of Jesus were some times afraid.

The evening Jesus fed the people with the loaves and fishes He sent His friends in the boat to the other side of the lake. Then He went alone up into the mountain to pray. It grew very dark.

Jesus knows that the boat has not reached the other side. He knows that the men are tired row-

LORD, SAVE ME

ing and that the winds are against them. He is sorry for them and goes to them.

They are busy with the oars. They see some one walking on the waters and are frightened. Then they hear a sweet voice saying, Be of good cheer, fear not, it is I.

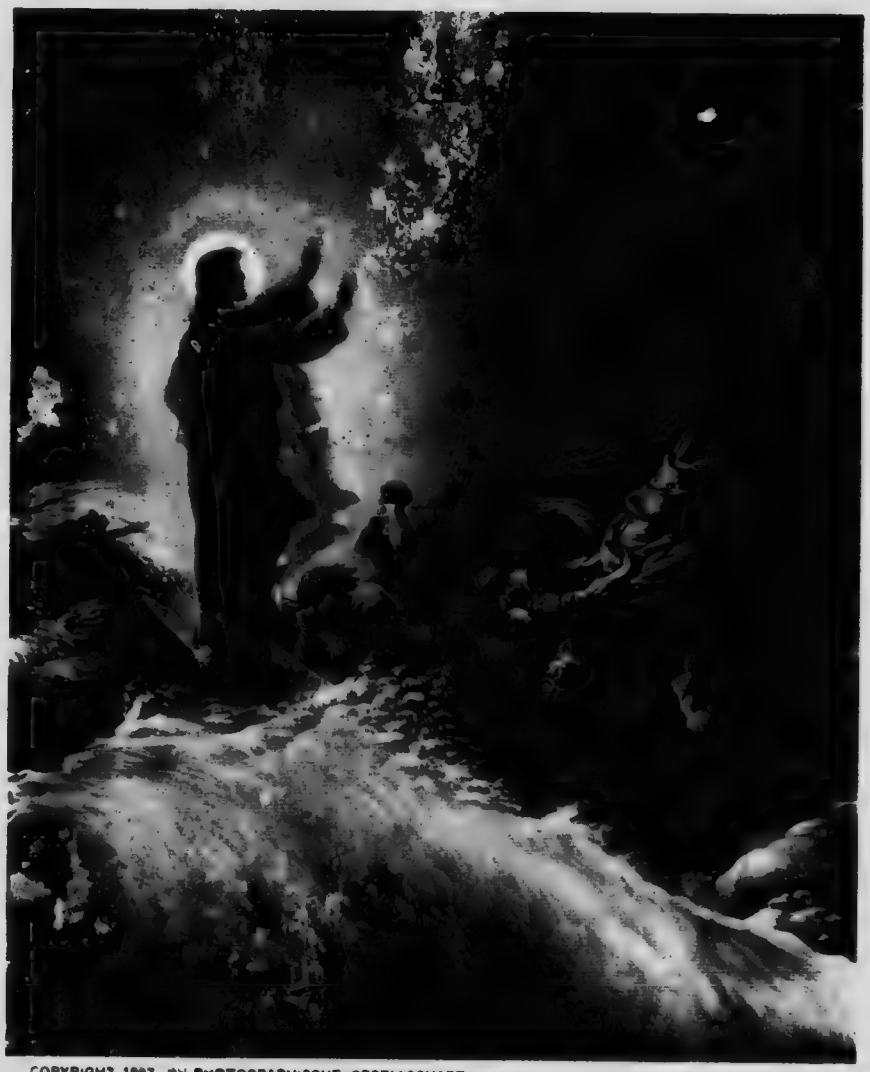
St. Peter says, If it be you, Lord, bid me come to you. Jesus says to him, Come to me. Then St. Peter goes down out of the boat.

He is as safe as if he were walking on land because he is thinking only of obeying Jesus. All at once he feels that he is walking on the waves. This makes him look from

Jesus to the troubled waters beneath his feet. He is frightened and begins to sink. Terror lays hold of him and he cries out to Jesus, Lord help me! Then Jesus reaches out His hand to him and saves him.

Another time Jesus had been teaching the people all day long. In the evening He went into the boat to cross the lake. He was so tired that he fell asleep at once.

There is a gentle breeze blowing. The men set the sails. The boat dances upon the blue waters. There is no sound but the lapping of the waves against the side of the boat. The red, gold and purple lights die out of the western sky.



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PEACE, BE STILL

Dietrich

The night grows dark. Black clouds cover the moon and the stars. A great storm arises. The waves beat into the boat. It is filling with water and beginning to sink. The men cry out in terror, Lord, save us, we perish!

Jesus wakes and says to His friends, Why are you afraid, oh ye of little faith? Rising up He rebukes the winds and He commands the waves to be still. The winds and the waves obey Him at once.

The next moment the men are looking at the moon and the stars in the quiet lake. They whisper to each other in wonder because even the storm obeys Jesus.

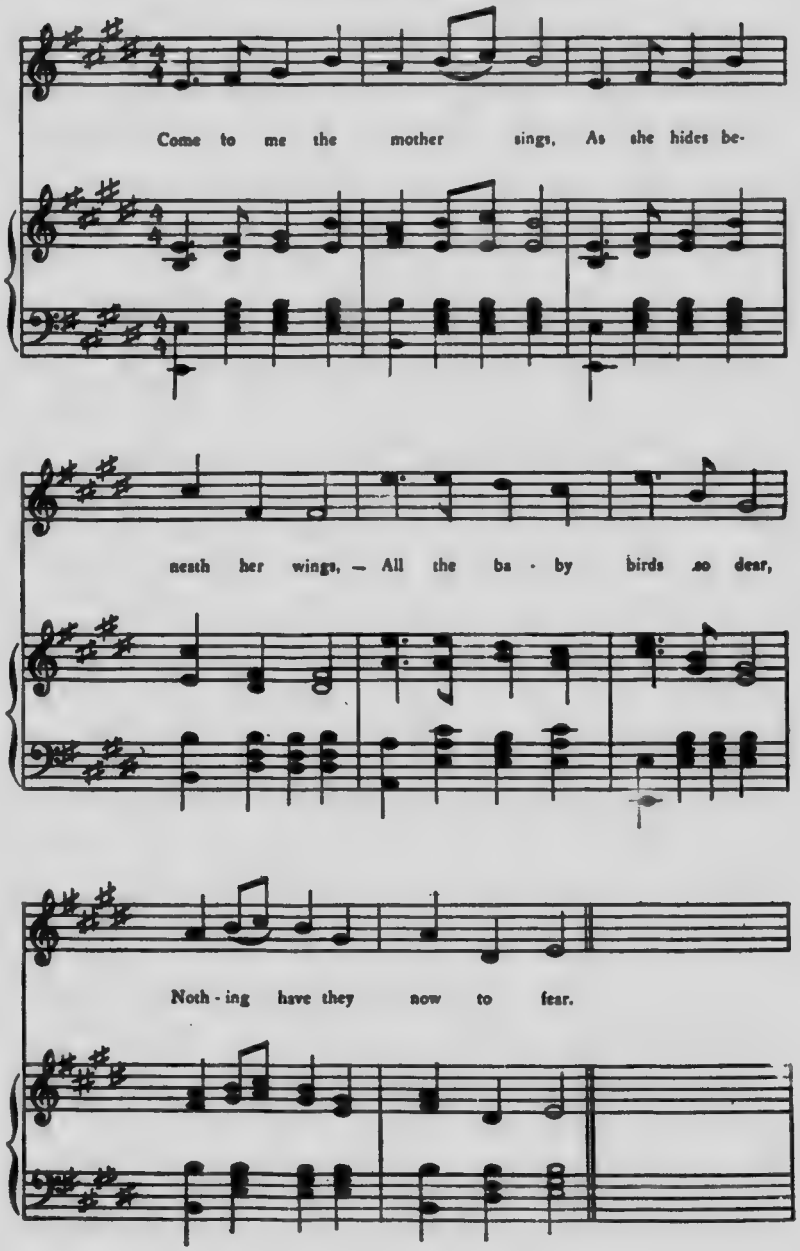
COME TO ME

"Come to me," the mother sings,
As she hides beneath her wings
All the baby birds so dear,
Nothing have they now to fear.

"Come to me, my little one,"
Mother says at set of sun.
"In my arms a cozy nest
Lined with love awaits thy rest."

"Come to me," the Saviour mild
Whispers to each little child.
"Come, and never let us part,
Make thy home within my heart."

COME TO ME


Come to me the mother sings, As she hides be-
neath her wings, — All the ba - by birds so dear,
Noth - ing have they now to fear.

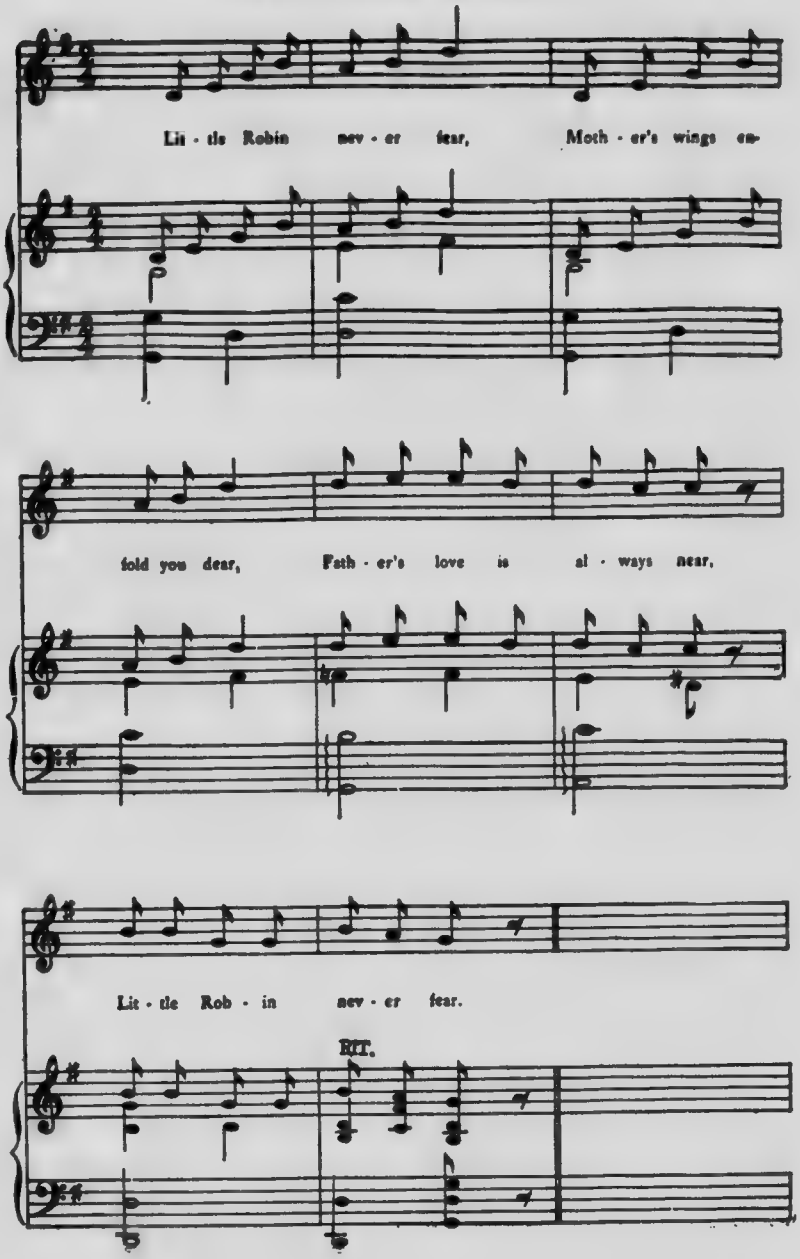
NEVER FEAR

Little Robin, never fear,
Mother's wings enfold you, dear,
Father's love is always near,
Little Robin, never fear.

Little children, never fear,
Mother's arms will hold you, dear,
Father's words are full of cheer,
Little children, never fear.

Ye of little faith, why fear?
Jesus though asleep is near,
In life's storms we always hear,
Peace, be still; why do you fear?

NEVER FEAR


Lit - tle Robin nev - er fear, Moth - er's wings en-
fold you dear, Feth - er's love is al - ways near,
Lit - tle Rob - in nev - er fear.
RIT.

THE BROKEN WING

Birds are so happy they fill the whole world with their songs. But some times they get into trouble. Their parents hurry to protect them in danger. But when a little bird breaks a wing he does not cry or call for help.

He crawls in among the weeds to die alone. This is not because his parents are unkind. But they do not know what to do when their babies are hurt or sick.

The little Robin has no one to go to when he gets hurt. Every little boy knows where to go when he cuts his finger. And every little girl knows where to go when she bumps her head.

THE SICK CHILD

This little girl is sick, but her mother holds her in her arms and she feels better. Her mother's cool cheek is pressed against her hot brow. She will sing a sweet song and the little girl will fly away to dream land on the wings of sleep.

We all have as sweet pictures as this in our own hearts. We will never forget all that father and mother do for us when we

are sick. Day and night they watch over us and nurse us until we are well. The touch of mother's strong, cool hand takes away every pain. The sound of father's voice drives away all fear.

JESUS HEALS THE SICK

A poor woman lived up in the hills alone with her child. She had no one but her little boy. He was the joy of her life. He brought her the first blossoms of Spring. She told him stories about the flowers and the birds.

One morning he was too sick to leave the house. His mother nursed him for many days. She

did every thing for him that she knew how to do, but he grew sicker every day.

One day she looked out at the lilies he loved and at the sparrows he used to feed. Then she remembered what she had heard about Jesus. He had cured the blind and the lame. He had made the dumb to speak. He had healed the sick. She remembered how he loved and blessed little children.

That day a neighbor told her that Jesus was coming to their town. The sick were being carried there from all the country around. She knew that she could do nothing more for her sick boy. And

JESUS HEALING THE SICK

Hofmann

so she picked him up and carried him to the town. While she waited for Jesus to come she saw many whom He had cured. Her own faith grew stronger.

At last Jesus came. She was waiting by the roadside. As He passed along, the people who had brought their sick to be cured crowded around Him. He sees her with her sick child and comes over to her.

Her eyes full of faith, speak for her. Jesus lays His beautiful hand on the sick child's head and the fever leaves him. Love for Jesus fills to overflowing the thankful hearts of the mother and the child.

THE BROKEN WING

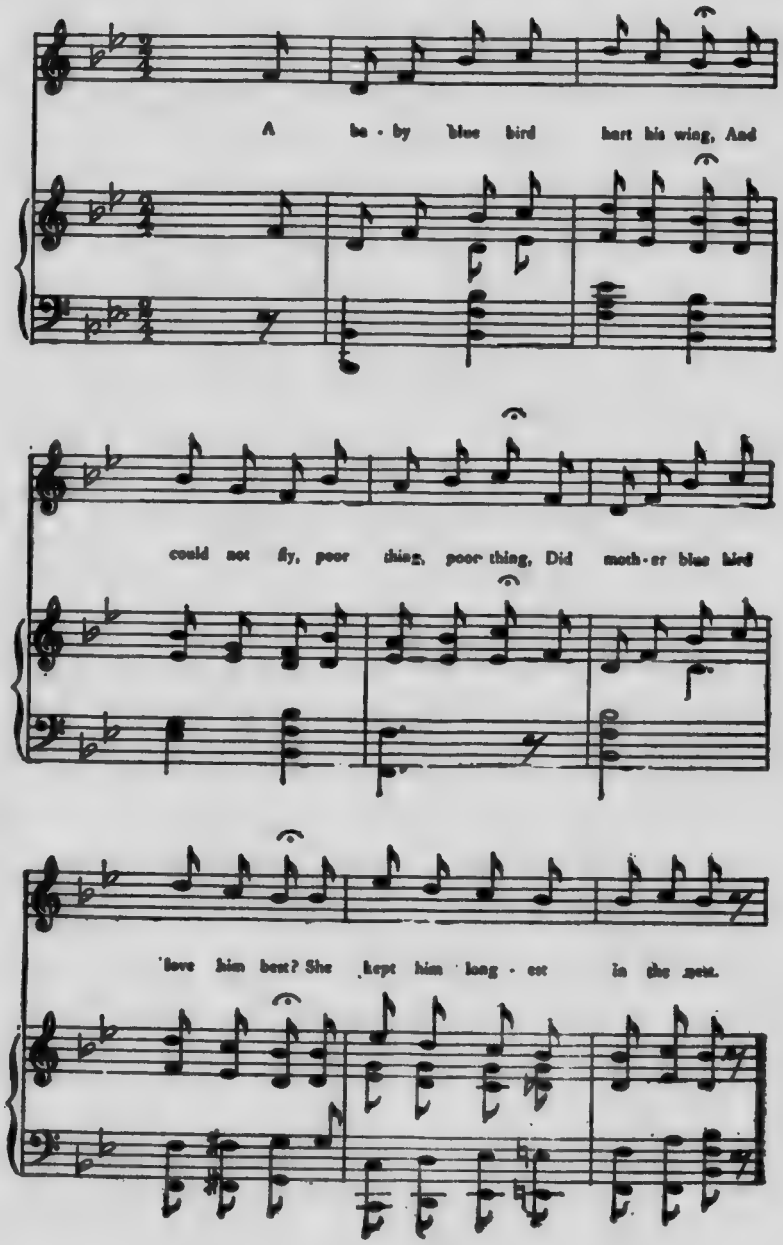
A baby blue bird hurt his wing,
And could not fly, poor thing, poor thing,
Did mother blue bird love him best?
She kept him longest in the nest.

Her other babies flew away
But mother blue bird every day
Brought Broken Wing both food and love
And happy was that nest above.

Then one bright day the wing was well,
The mother's joy she could not tell.
The babe and she such gladness knew
They flew away, two specks of blue.

They flew away up to the skies
To thank our Father good and wise
For teaching mother birds to care
For wounded wings that fear the air.

THE BROKEN WING



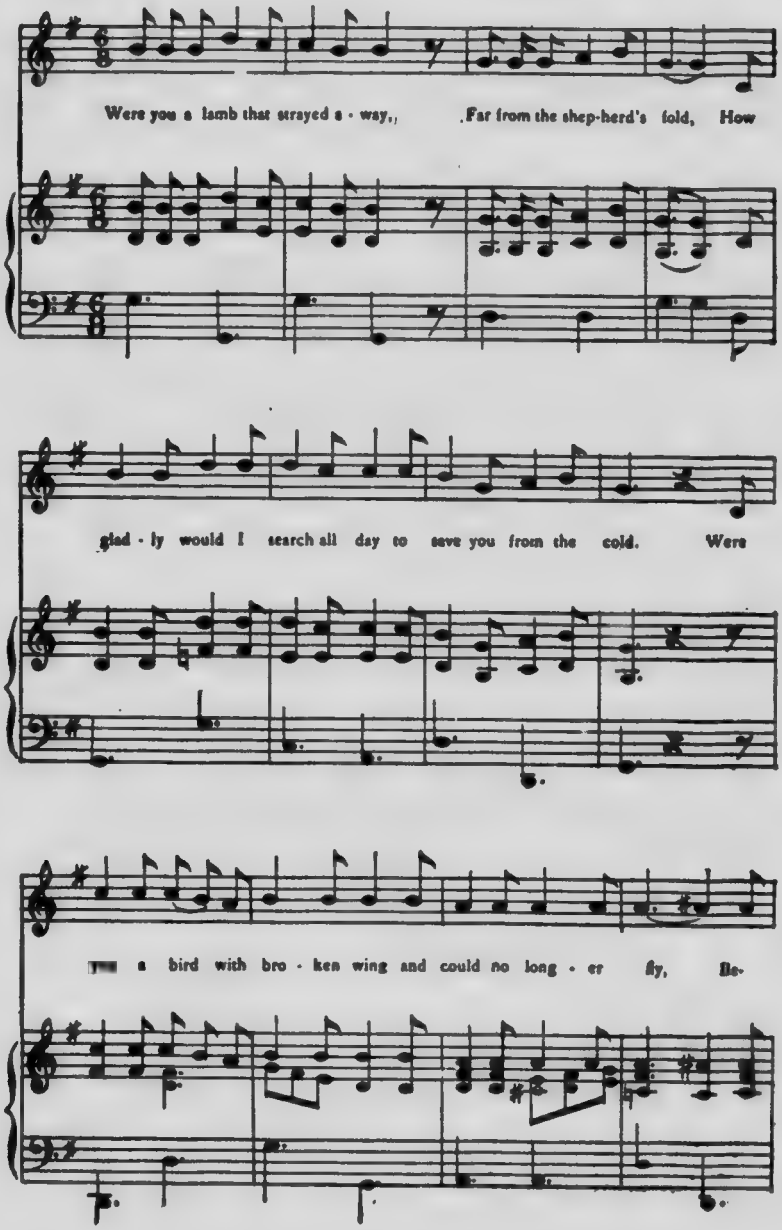
THE MOTHER'S PRAYER

Were you a lamb that strayed away
Far from the shepherd's fold,
How gladly would I search all day
To save you from the cold.

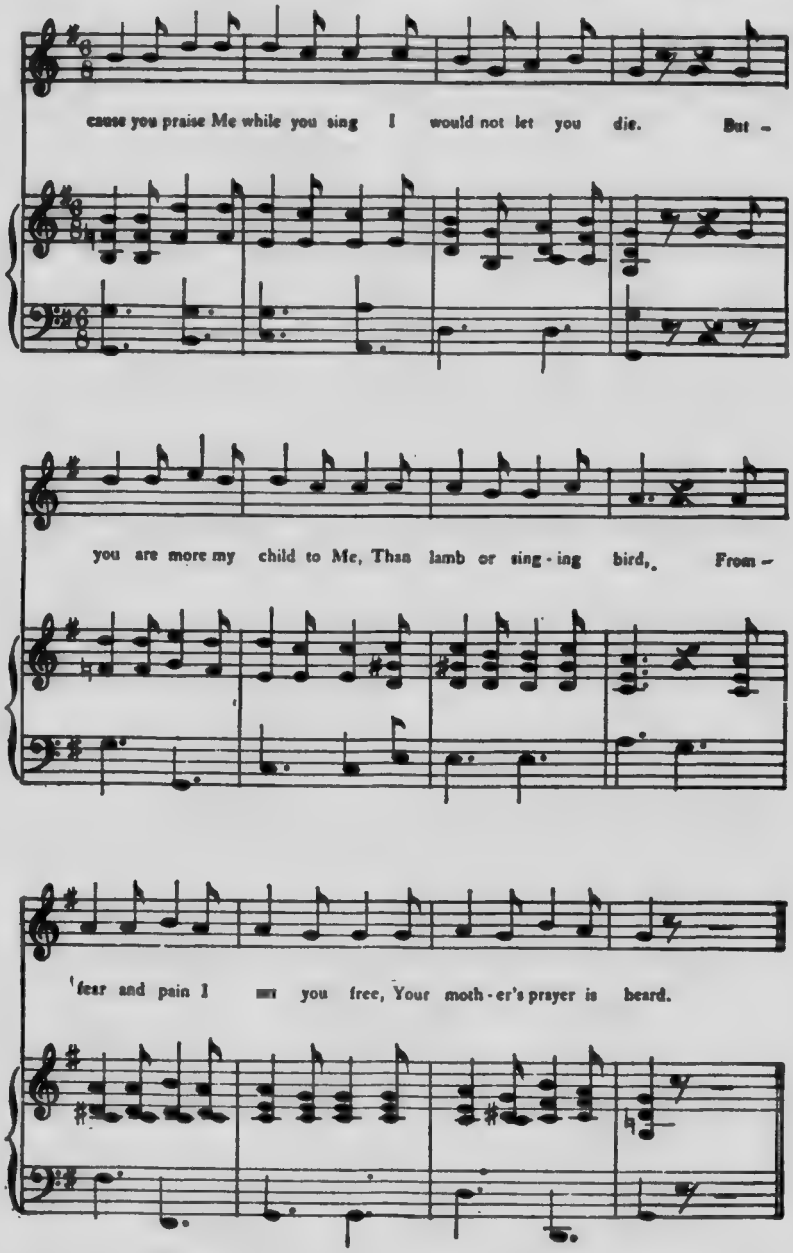
Were you a bird with broken wing
That could no longer fly,
Because you praise Me while you sing,
I would not let you die.

But you are more, my child, to Me
Than lamb or singing bird,
From fear and pain I set you free,
Your mother's prayer is heard.

THE MOTHER'S PRAYER



THE MOTHER'S PRAYER--Cont'd



THE APPLE TREE

You remember the stories we read about the sweet spring days when every thing was waking up to new life. The April showers had washed the skies clear and blue. The old brown tree awoke. It was so glad spring had come.

It felt the baby buds climbing all over it.

The buds nestled close in their mother's arms. They made the whole garden sweet with their breath. There were no green leaves to shade the baby blossoms from the sun. The winds played around the tree and kept the cradles cool.

At night the mother crooned a lullaby to her pretty flower children. She took good care of them because she wanted them to grow into apple trees. Some days the old tree told them stories of the time when she was a tiny blossom.

The baby Robins in their nest love the old tree. They know her pretty song but their own mother's lullaby is sweeter to them. They were given to their father and mother to make them happy.

Our baby brothers and sisters come into our home to make it

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happy. No blossom with its silk covers and sweet breath is so dear as baby sister. No baby Robin with his soft feathers and glad voice is so loved as baby brother.

Buds grow into apple trees. Nestlings grow into Robins. What will baby brother grow into?

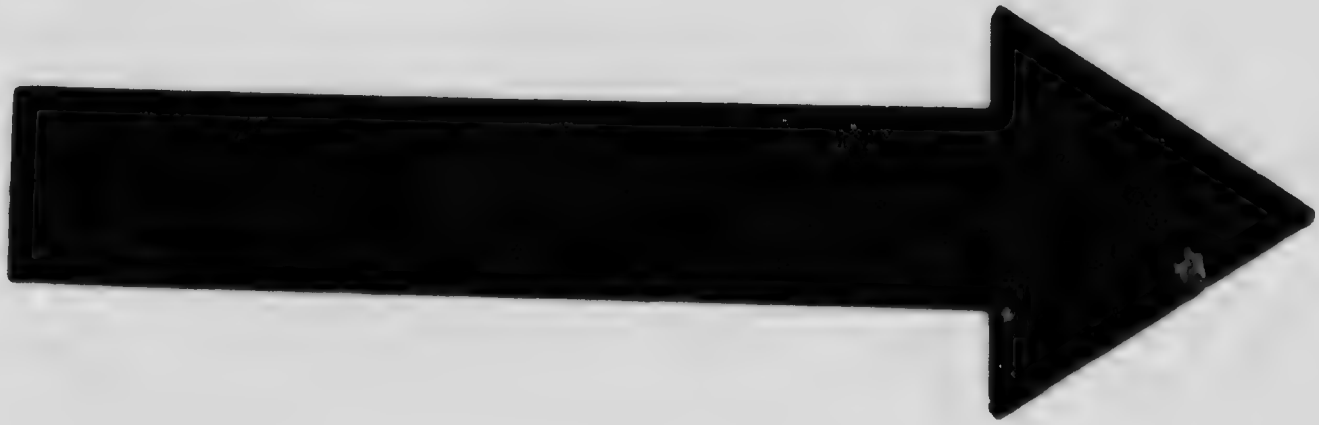
Mother holds him in her arms and sings him to sleep with her pretty bye-lo baby. She prays that he may grow to be a strong man like father.

Father leans over the cradle to kiss him good night. He prays that his boy may grow up good and pure like mother.

All boys and girls like to hear stories about the time when they were small. But they like better to hear of the time when father and mother were children. This is almost the best story ever told.

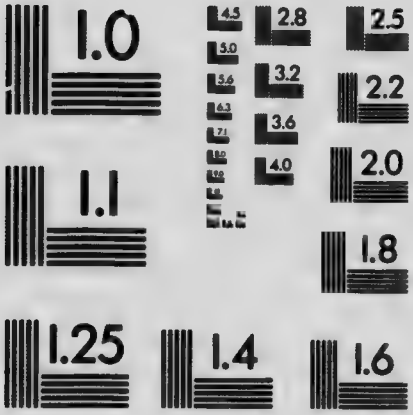
When a boy wants to know the right thing to do, he tries to think of what father did when he was a boy. Little girls love to play they are like mother.

Children are like their parents. Jesus wants them to grow like them. He wants them to learn all that is good and true from them. By doing this they learn how to live in this world.



MICROCOPY RESOLUTION TEST CHART

(ANSI and ISO TEST CHART No. 2)



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OUR HOME IN HEAVEN

Jesus does not want us to live on earth always. He says to us, My little children, love one another as I have loved you. He says, be ye perfect as your Heavenly Father is perfect.

Our Heavenly Father loves us so that He wants us to be ready to live with Him. He knows that we cannot be happy in Heaven until we have learned how to live there.

He sent His only Son to us for our model. Jesus became a little babe and grew into a man to show us how to live. If we try to be like Him we shall learn how to live in Heaven.

THE MOTHER OF JESUS

For many years our Heavenly Father promised to send His Son to us. He promises the beautiful spring flowers in the buds that cling to the branch. Long before spring comes He gets the world ready for the flowers and the birds.

Long before Jesus came to us His father was getting the whole world ready for Him. He chose a beautiful Mother for Him. Her name was Mary. He gave His angels charge over her. He gives to every child a Guardian Angel.

Mary loved her parents and filled their lives with joy. When she grew up to be a woman St. Joseph was given to her to protect her.

THE GUARDIAN ANGEL

THE FIRST CHRISTMAS

One cold winter day Mary and St. Joseph had to go to Bethlehem. It was night when they reached the town and there was no room for them in the inn. They went to every door in the town. At every door they heard the same words, there is no room.

At last they found a cave in the side of a hill where some oxen were sleeping. The stars never seemed so bright to the Blessed Virgin as on that night when she went into the cave.

While she was resting the whole cave was lighted and warmed.

The sweetest music floated around her. In her arms lay the Christ Child, the little Jesus. She wrapped Him up in swaddling clothes and laid Him in a manger. She and St. Joseph tell their love to Him.

The angels have come from Heaven to kneel at His feet. Their happy faces make the cave bright and warm. The Blessed Virgin's heart is full of love and wonder.

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THE FIRST CHRISTMAS

Walter Firle

O COME, ALL YE FAITHFUL

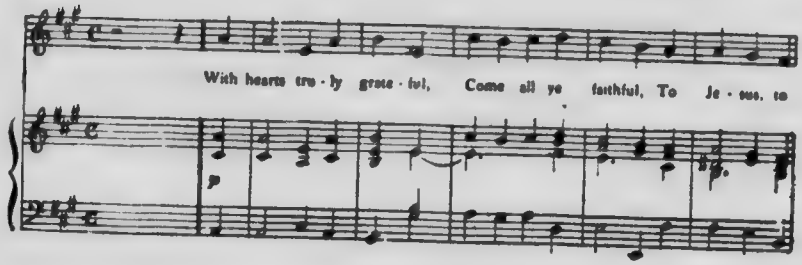
With hearts truly grateful,
Come all ye faithful,
To Jesus, to Jesus in Bethlehem;
See Christ your Saviour,
Heaven's greatest favour.
Let's hasten to adore Him,
Let's hasten to adore Him,
Let's hasten to adore Him,
Our God and King.

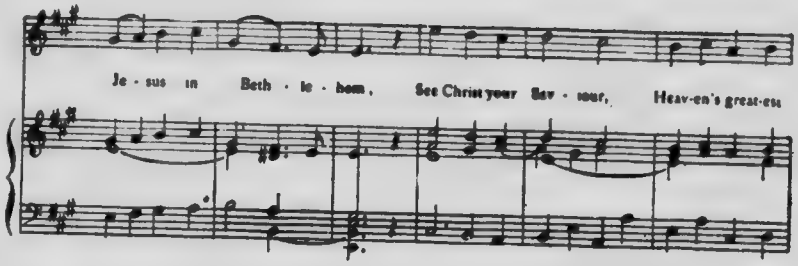
God to God equal,
Light of Light eternal;
Carried in Virgin's ever spotless womb.
He all preceded,
Begotten not created.
Let's hasten to adore Him,
Let's hasten to adore Him,
Let's hasten to adore Him,
Our God and King.

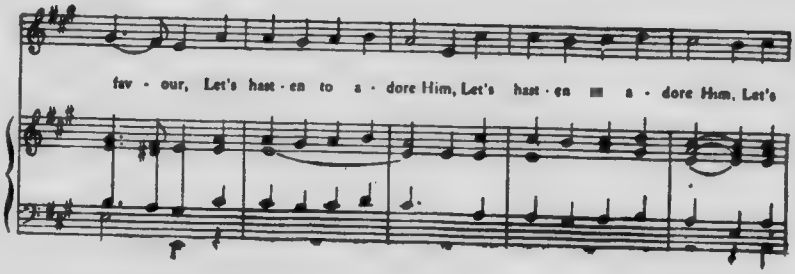
Angels now praise Him,
Loud their voices raising,
The Heavenly mansions with joy now ring.
Praise, honor, glory
To him who is most holy.
Let's haste[illegible]re Him,
Let's haste[illegible]re Him,
Let's haste[illegible]re Him,
Our God a[illegible]ng.

To Jesus, born this day,
Grateful homage repay;
To Him who all Heavenly gifts doth bring.
Word uncreated,
To our flesh united.
Let's hasten to adore Him,
Let's hasten to adore Him,
Let's hasten to adore Him,
Our God and King.

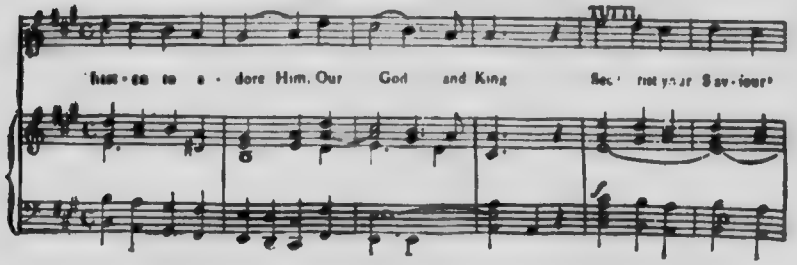
O COME, ALL YE FAITHFUL

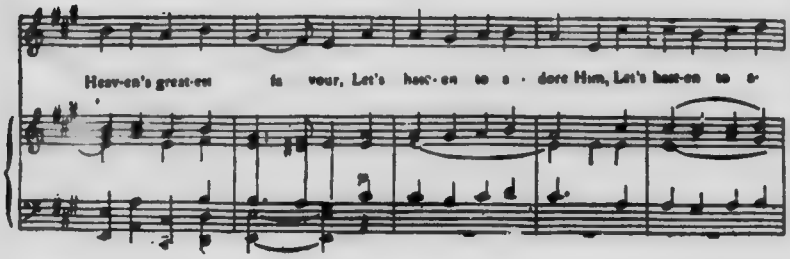


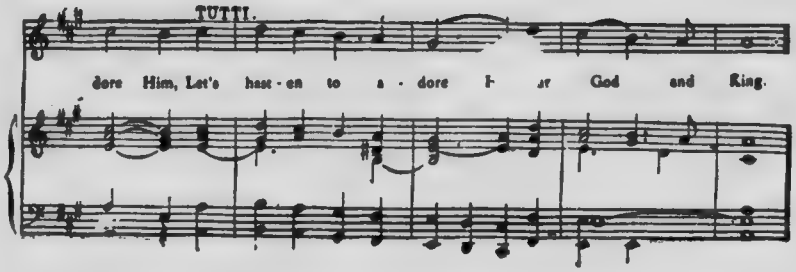




O COME, ALL YE FAITHFUL--Cont'd







LULLABY

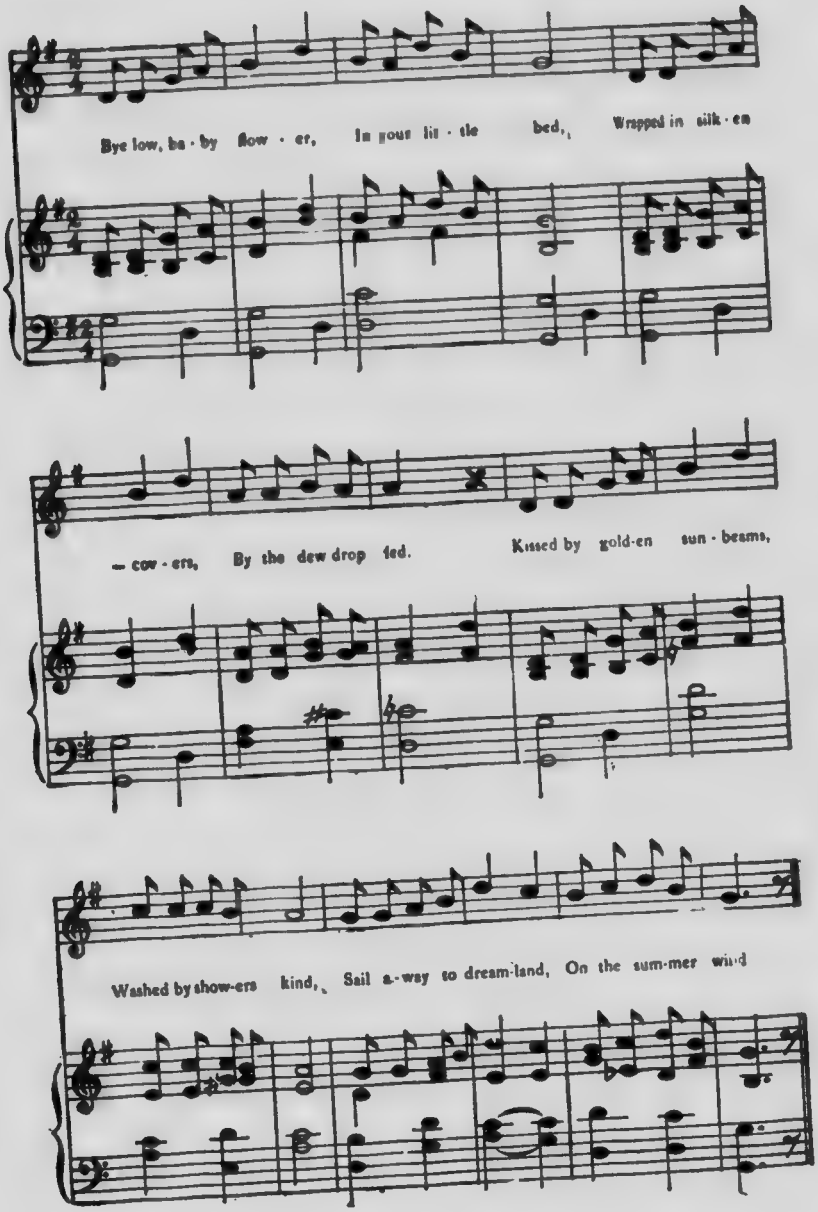
Bye low, baby flower,
In your little bed,
Wrapped in silken covers,
By the dew drop fed.
Kissed by golden sunbeams,
Washed by showers kind,
Sail away to dreamland
On the Summer wind.

Bye low, baby Robin,
In your pretty nest,
Swinging in the tree tops,
Mother loves you best.
Sweetly singing bye low,
Cheer-up, cheer-up, chee,
To her baby Robins,
In the apple tree.

Bye low, baby brother,
Close your sleepy eyes,
Whisper to the angels
Dream of Paradise.
Mother loves to feel you
Cuddled to her breast,
Father loves to see you
In her arms' soft nest.

Bye low, little Jesus,
Let me learn to be
Gentle, true, and always
Mary's child like Thee.
Lullaby, my [illegible]
Bye low, Bab[illegible]
Angels watch your slumbers
Kneeling at your feet.

LULLABY


Bye low, ba · by flow · er, In your lit · tle bed, Wrapped in silk · en
— cov · ers, By the dew drop fed. Kissed by gold-en sun · beams,
Washed by show-ers kind, Sail a-way to dream-land, On the sum-mer wind

SUGGESTIONS TO TEACHERS

THE SERIES

This is the First of a series of six books in which the teachings of Christianity are presented to the children in forms adapted to the successive phases of their mental development. To use these books to the best advantage the teacher should keep in mind the scope of the entire work and the method of handling each part of it. To assist the teacher in acquiring this knowledge a work on "The Teaching of Religion" has been prepared which may be studied under the direction of the author in a correspondence course or which may be perused as a text by those who have less time or less interest in the matter. To aid the teacher in keeping in mind the scope and purpose of the entire work and the essential features of the method to be used in connection with this first volume, it has seemed advisable to present the matter here in a brief outline.

The first phase of mental development is characterized by the play of instincts, particularly by those instincts which determine the children's dependence upon their parents for the satisfaction of the fundamental needs of their nature. The object of the first book of the series is accordingly to develop these instincts into a suitable foundation for the virtues of a Christian life.

The human infant, in common with the young of the higher animals, relies on his parents for love, for food, for protection, and, to an extent far greater than

any of the higher animals, he relies on his parents for remedy and for the models of his imitative activities. It is important from the outset to so modify these instincts that through their functioning the children may be led to a realization of the Fatherhood of God and that in after life they may turn to Him in confidence and ask Him for the gift of daily bread, for protection in the hour of temptation and danger, for forgiveness and remedy in the presence of disaster and for the model that shall determine the direction of all their imitative activities.

The instinctive phase of the child's development rapidly passes over into a phase that is dominated by his imitative activity. The Second Book of this series is designed to meet this phase of mental development. Its themes are the obedience of all creatures to God and to all legitimately constituted authority, and the counterparts of this, sin and redemption. The method of presentation is similar to that of the First Book. Following the example of the Divine Teacher, the familiar phenomena of nature and the controlling impulses of human life are called upon to bring home to the child a realization of the sublime truths of the Kingdom.

The reward of obedience will be developed in connection with the picture of the Annunciation. That obedience should lead in the first place to worship of God is developed around the pictures of The Angel's Message to the Shepherds, The Adoration of the Shepherds, The Star Leading the Wise Men, and the Adoration of the Magi. That God commands us for our own good is developed around The Angel Appearing to

Joseph, The Flight Into Egypt, and The Rest in Egypt. The model of perfect obedience is presented in The Finding in the Temple. That this obedience leads to triumph is shown in the miracles of Christ, particularly in the healing of the daughter of Jairus. The child is now made acquainted with the idea of sin as the cause of death in the expulsion of Adam and Eve from Paradise. The conquest of Divine love over sin is developed around the return of the prodigal. The difficulty that is sometimes experienced in obedience is brought out in Gethsemane and Calvary. The triumph of such heroic obedience is shown in the conquest over physical death in the Resurrection and in the conquest over sin in the Ascension. Our need of Divine assistance for the imitation of Christ's heroic obedience is developed in the Pentecostal scene. This naturally leads the child to an understanding of the need of grace and forgiveness and to a preparation for his first confession.

Out of the child's imitative activity in his eighth and ninth years there begins to develop a distinct phase of mental life which is characterized by initiative and intelligent self-determination. The mind in this phase demands something more than concrete models for imitation. It is beginning to compare and to seek for resemblances and relationships among the objects in its environment. It delights in symbols and analogies.

The Third and Fourth Books of the series on Religion are designed to meet this phase of the child's development. They cover a period of two years. In them are unfolded to the children the sublime teachings of the Saviour as embodied in the types and prophecies

of the Old Testament, in the organic activities of the Church, in her Sacraments and in her Liturgy.

The Fifth Book of this series, designed for children in the fifth and sixth grades, culminates in the preparation of the children for First Communion. In this book the truths of the Christian Religion are presented to the more mature intelligence of the child in their exact formulations and the children are led to the contemplation of these same Divine truths reflected in the phenomena of nature as presented in the various sciences.

The Sixth Book presents to the children in the seventh and eighth grades the revelation of Christian Doctrine in its chronological sequence. The children are led to trace the action of Divine Providence through the Old and New Testaments and through the history of the Christian Church. Christian Doctrine is presented to them in the various forms it received as the Church drew from the original deposit of faith to meet the needs of a developing civilization.

Finally, the Seventh Book presents the philosophic and dogmatic development of the truths of Christianity. This book is intended for use in high schools and colleges.

THE FIRST BOOK

Is divided into five parts. Each part deals with the development of a single instinct. The child is naturally selfish. He demands everything and gives nothing. To give him an understanding of parental love and generosity he is led to contemplate these traits

in the birds which he can more naturally patronize and upon which he readily clothes the content of his own mind. With the insight gained in this way he returns to the contemplation of his own home life and learns to look with love and gratitude upon his parents. The familiar things of home are given a new interest when viewed in the light of bird life and the momentum of this movement from the birds to home is taken advantage of to carry the child to a realization of God's attitude toward him.

THE METHOD

In the use of this First Book we entirely agree with a Primary Supervisor of long and successful experience who says: "The child's first book is the blackboard. Here is opportunity for endless rearrangements and combinations. Here the child sees his own thoughts assume shape and learns that words are intended to convey thoughts. The Primer can only dictate the character of this preliminary work. No book, however carefully prepared, can replace life and action. If presented too soon, the Reader increases the difficulties and perplexities of learning to read, and thus, by discouraging the beginner, defeats the main purpose of this phase of instruction, which is to foster a love for reading."

Religion First Book should not be put in the hands of the children during the first six weeks of school life. The reasons for this are obvious. In addition to those mentioned above, every teacher will readily understand that it is easier to keep the interest of the children when they work in groups with the black-

board or chart as the center of interest. In this way the children learn from each other quite as much as they learn from the teacher. This is particularly true of those early days of school life when the children have no store of book knowledge to draw from.

The child's previous knowledge is all associated with action and it is here that the skillful teacher will make a beginning in teaching the difficult art of reading. In presenting the matter of this book, for example, it would be well to lead the children to imitate the various activities of the robin that are to be presented later on in the pictures and stories of the book, such as flying, hopping, chirping, singing, running, eating, etc. In connection with these activities the written symbols are developed on the blackboard and used as the signals for the children's games. This exercise should be followed by brief sentences written on the blackboard telling the story of the robin's life.

These stories should be played by the children. In this way only will they reach a full realization of what is meant, and in this way the written symbols will be incorporated into their mental life and rendered functional in their subsequent efforts to acquire a knowledge of written language.

The same plan should, of course, be followed with the domestic scenes and the relationship between the domestic scenes and the robin stories should be developed by the teacher in her morning talk.

The next step in advance is the transition from script to print. To facilitate this for the children, charts should be made by the teacher. The same

plan of development that was employed with the blackboard may be used with the charts.

With this preparation the children are ready for the books. Before each reading lesson, however, the teacher should employ the story to be read as the basis for one or more talks to the children. In these talks she should make clear to them, through their spoken vocabulary, the whole content of the story, and she may with profit amplify this and tell similar stories in her own way.

It will be observed that the nature study pictures and the home scenes are in half-tones and that the scenes in which Our Lord figures are presented in colored pictures. This lends emphasis to the Biblical story and makes it the center of the child's abiding interest. The movement in all the other stories and pictures of the chapter culminates in the Biblical scene. It would obviously be a great advantage to the teacher and to the children to have these scenes in colored pictures hung up in the classroom. Arrangements have been made to supply some of these colored pictures in mural size at reasonable prices, and it is hoped that all of them will soon be available. It is now generally recognized that the children should be taught from their very first days in school to use water colors and crayons. They should be led to tell the stories of the birds' activities and of the other striking elements in the lesson in this way. Thus their perceptions will be sharpened and they will be laying the foundation of a valuable means of expression.

It will be observed that each one of the five parts of this book is summed up in two songs. It is intended

that the children should memorize these songs before they are taught to sing them. It is scarcely necessary to add that while the music of these songs is printed in the book for convenience, the children should be taught to sing them by rote. As the children advance to higher grades they should be allowed from time to time to sing these songs, then the written music will prove serviceable. In this way a repetition of the work of the first year in Religion is secured without the irksomeness and the disenchantment that so frequently accompany memoriter work.

It has not seemed advisable to deal with the question of phonetics in this place. The teacher who is familiar with phonetic work will find little difficulty in adapting her method to the contents of the present volume. We do not believe, however, that it is well to obtrude phonetics upon the children's attention before the close of the first year or the beginning of the second year. In any case it should be remembered that the primary function of this book is concerned with the content and attractiveness of the matter rather than with drills in forms. The stories should not be spoiled for the child by being turned into spelling lessons or phonetic drills.

It may be well to call attention to the fact that while this book is intended for the use of children in the first primary grade, it may be used with advantage by older children or by children in Sunday Schools. In such cases, however, the method of using the book should be modified. Where the children know how to read they may master the contents of this little volume in a comparatively short time. The children in Sun-

day Sci. ' sho l be required to study the stories at home and to tel hem in the class in their own way. They should also emorize the songs and sing them in their Sunday Scl ol classes. It is scarcely necessary to add that w at as been said in these pages is intended merely as ggestions. The resourceful teacher will naturally use her own methods and it is well that she be given the fullest freedom in doing so.

Realizing the supreme importance of teaching the children to love and obey God and of leading them into a realization of the meaning of home, of the love and self-sacrifice of parents and of the duty of love and gratitude that rests upon them, we have endeavored to render this little book the most attractive one that will be placed in their hands. Only pleasant associations should be built up in the child's consciousness in connection with matters of such vital importance. It is hoped, therefore, that the teachers who use these books will co-operate in the attainment of this end by freeing the class in Religion from all punishments and disagreeable drills, and by striving in every way to make this the brightest hour in the children's day.

VOCABULARY.

The number opposite each word refers to the page on which it first occurs.

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